

CHAPTER 6

Global Insights and Support

Abstract This chapter shares a deeper analysis of insights from the UK case study research, which indicated that partnership complexities were minimised when the relationships were developed over a sustained period of time, where genuine trust is built between stakeholders and not forced. Furthermore, when learning created through partnerships were perceived as relevant by all stakeholders, there was some form of funding, and teacher educators were confident and competent with the children aged 5–11 years. These insights were supported by recent shifts in teacher education. Hence, the global insights offered timely support and direction for the ‘Best Start’ programme.

This international case study investigated quality Initial Teacher Education (ITE) (physical education) also referred to as Quality Physical Education Teacher Education (QPETE). The ITE programme was identified as having strong partnerships with local schools by England’s Office for Standards in Education (Ofsted) and external examiners which were evidenced during data collection. A deeper intention of the case study was to explore partnerships for possible ‘hybrid space’ course features.

ment skills naturally; rather, they need to be provided with quality learning experiences to enable development (Doorn 1999).

Only Case Study Two school lessons observed by the researcher actually confirmed the teacher participants' shared insights and evidenced their understanding of the socio-cultural approach, embedded in the HPE syllabus. This was evidenced through the promotion of social justice and equity principles, where the HPE specialist teacher structured and taught inclusive lessons which acknowledged student diversity and skill levels and created supportive learning environments (QSCC 1999). Such learning environments were created through the use of eclectic pedagogies. At times, a traditional dominant science pedagogy (Tinning 2004) was evidenced with emphasis placed on correct skills and movement techniques. This was achieved through demonstrations, cues, explanations, and by providing feedback to students. At other times, critical socially just pedagogies (Tinning 2004) were evidenced in a diverse range of sports and skills covered and implemented using several minor games simultaneously, enabling students maximum participation and involvement. (ie. Lynch, 2005, pp. 241-242).

The research findings and insights from the UK ITE case study were embedded within the HPS framework. Furthermore, when combined with the data gathered from Australian primary school principals and recent shifts in Teacher Education, such as the Victorian Government 'School Centres for Teaching Excellence' (SCTE) initiative, the global insights offered welcome and timely support along with direction for the 'Best Start' programme leader.

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